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AUTHOR Pounder, Diana G.; And Others
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ABSTRACT

Proceedings from a symposium that shared information on the University of Utah's field-oriented doctoral educational administration program are presented in this paper. The sequential preparation program is based on the following multiple perspectives: a theory-practice relationship; field assignments conducted at multiple organizational levels; and presentation of multiple theoretical and methodological approaches. The program's knowledge base is composed of an academic core and specifications, preparation in research, and independent clinical study. Information is provided on the program sequence, admission and prerequisites, coursework, student assessment, course schedule, and faculty. (LMI)

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THE UNIVERSITY OF UTAH'S FIELD-BASED DOCTORAL PROGRAM: A MULTI-DIMENSIONAL APPROACH TO ADVANCED ADMINISTRATIVE PREPARATION

Symposium Presenters: Diana G. Pounder, Associate Professor, U of Utah
Rodney T. Ogawa, Associate Professor, U of Utah
Riley O'Neil, Clinical Professor, U of Utah, & Deputy Superintendent, Granite School District
Kerrie Naylor, Doctoral Student, U of Utah

An Educational Administration Preparation Program Description, Symposium Presentation at the University Council for Educational Administration Conference (UCEA), Baltimore, MD, October, 1991.

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1991 UCEA SYMPOSIUM SUMMARY

Purpose of Symposium

The purpose of the symposium was twofold: 1) to share information from multiple perspectives (that of regular faculty, clinical faculty, and students) on the University of Utah's new field-oriented Ed.D. preparation program; and 2) to prompt discussion among presenters and participants on objectives and obstacles in educational administration preparation program reform. This symposium was designed to be consistent with the theme and intent of the 1991 UCEA Conference by sharing "innovations in preparation programs for school leaders that provide students with multiple perspectives on schooling" and providing "opportunities for sharing multiple perspectives and reflecting on critical issues confronting the field."

Rationale for Field-Oriented Doctoral Program

The initiation of a field-oriented Ed.D. program was prompted by a number of factors. First, recent reform efforts in educational administration have noted the need for preparation programs that bridge the gap between theory/research and practice. In particular, the National Policy Board for Educational Administration (1990) stated, "Connections between the knowledge base and professional skills necessary for success as a school administrator are essential....[the preparation program] should integrate academic knowledge with reflective practice gleaned from the school setting." Second, the Educational Administration Department wished to distinguish the Ed.D. from the more traditional academic doctorate (Ph.D.) by utilizing a more field-based, problem-solving approach to the preparation of career administrators. Last, several of the proposed revisions were expressly designed to better meet the needs of students and employing educational institutions.

Ed.D. Program Overview

Utah's new Ed.D. program is designed to provide advanced preparation to a cohort of practicing administrators who are seeking terminal degrees in educational administration. The preparation program is systematic and sequential and approaches the study of educational administration from multiple perspectives: 1) all content areas studied include a theory/research perspective and a craft knowledge/practice-based perspective; 2) all curricular requirements are designed and evaluated by both regular research faculty and practicing clinical faculty; 3) field-based assignments and projects must be conducted at multiple levels of the educational organization --- e.g. building level, district level, state level, etc.; and 4) theory-based academic courses present multiple theoretical and methodological approaches to the study of a given content area.

Additionally, the program knowledge base includes multiple dimensions highly consistent with the recommendations of the National Policy Board (1990, p. 3). These are: 1) an academic core addressing the instructional, organizational, leadership, and ethical domains of administration; 2) selected academic specializations including law, human resource management, politics & policy analysis, finance & economics, or others; 3) preparation in the

principles of research and inquiry to aid in administrative problem-solving and clinical research study; and 4) an independent clinical research study.

Ed.D. Program Sequence and Description

The program is designed to be completed in three calender years with the program sequence as follows (see schemata on page 3 of this document). The summers of Years 1 and 2 are devoted to studying Principles of Research & Inquiry and Research Methods & Techniques. These courses are intended to develop knowledge and skills needed to analyze and solve problems encountered by educational administrators and to prepare students to conduct a final clinical research study.

The first academic year is devoted to the study of Instructional Management, Organizational Theory, and Leadership Theory. Each of these core academic domains is addressed by a traditional theory/research course which is paired with an accompanying field applications course. Students are expected to conduct assigned field projects in their particular job site under the direction of the regular faculty member and the practicing clinical faculty member. In addition, a coordinated Ethics seminar is conducted for the full academic year.

During the second academic year, students enroll in three selected specialization areas including law, human resource management, politics & policy analysis, finance & economics, or other available options. Again, each content specialization includes a theory/research course and an accompanying field applications course. The major distinction in the second year field applications is that field work must be done at an organizational level other than the student's current employment setting. Students also attend an on-going seminar to help them develop proposals for their third year clinical research studies.

The third year of the Ed. D. program is devoted to a clinical research study. This requirement is analogous to the traditional Ph.D. dissertation study with the exception that the study is more directly related to problems of practice. In addition to the student evaluation conducted in each course, students must also be evaluated at three key times in the program. At the completion of Years 1 and 2, all students must submit a portfolio of work completed in prior courses to a supervising committee of regular and clinical faculty. Lastly, the final oral defense of the clinical research study is conducted before a supervising committee of regular and clinical faculty.

Symposium Format

The symposium presenters included a discussion leader and three presenters. The discussion leader began with a brief overview and description of the field-based doctoral program, its staffing arrangements, and the plan for on-going evaluation of the program. The presenters included a regular faculty member, a clinical faculty member, and a doctoral student --- all of whom are participating in the new Ed.D. program. Each presented their perspective on their experience and role in the program, as well as offered observations on the advantages and liabilities of this type of preparation program. A short videotape of other student and faculty interviews about the Ed.D. program were also shown. The symposium concluded with a presenter-

audience discussion on the objectives and obstacles to educational administration preparation reform.

REFERENCES

National Policy Board for Educational Administration (March, 1990). The Preparation of School Administrators: A Statement of Purpose. Fairfax, VA: NPBEA.

THE UNIVERSITY OF UTAH'S FIELD-BASED ED.D. PROGRAM FOR THE ADVANCED PREPARATION OF EDUCATIONAL ADMINISTRATORS

I. **Purpose:** The purpose of the revised Ed.D. program in the Department of Educational Administration is to provide advanced preparation to individuals with experience working as administrators in educational organizations. The program is based on a model of professional inquiry. Graduates receive both theory/research and craft knowledge/practice-based preparation in the core domains of instruction, organization, leadership, and ethics and in selected areas of specialization. The program seeks to train administrators to apply the knowledge gained in the program to frame problems of administrative practice and to seek, critically examine, and apply information in solving problems.

II. **Rationale:** This effort to revise the Ed.D. program was initiated in order to more fully emphasize the field based problem solving approach that the department believes should distinguish the Ed.D. from the more traditional academic doctorate (Ph.D.) offered by the department. It was also initiated to bring the Ed.D. degree more in line with the recommendations of the National Policy Board on Educational Administration which has recently criticized professional educational administration doctoral programs for their isolation from the field of administrative practice. Finally, several of the proposed revisions were expressly designed to better meet the needs of prospective students and employing educational institutions.

III. **Admissions:**

A. Students are admitted in cohorts of approximately 12 students.

B. The first cohort was admitted and began studies in the Summer of 1991; the second cohort will begin studies in the Summer of 1992. A third cohort will not be admitted until Summer 1994. This will enable faculty to engage in a systematic assessment of the program in 1993.

C. Admissions Criteria

The department uses the same criteria for admissions that has been used to admit students to the Ph.D. program (i.e. academic record, GRE scores, letters of recommendation, and personal statement). However, one additional criteria is that students are required to hold a formal leadership position in education, and are required to submit a letter of cooperation from their employer.

IV. **Prerequisites:** Students must have completed coursework in three core areas (instructional program, organizational theory, and leadership) and in three areas of specialization before beginning their doctoral coursework (selected from finance, history & philosophy of education, law, personnel administration, politics and policy analysis, and related higher education courses).

A. The following courses offered in the department's M.Ed. and certification programs may serve as prerequisites for courses in the core areas:
   1. Instruction - Ed. Ad. 622, 627
   2. Organizational Theory - Ed. Ad. 624
   3. Leadership - Ed. Ad. 680

B. The following courses offered in the department's M.Ed. and certification programs may serve as prerequisites for courses in the areas of specialization:
   1. Finance - Ed. Ad. 628
   2. Law - Ed. Ad. 633
   3. Personnel Administration - Ed. Ad. 636
   4. Politics and Policy Analysis - Ed. Ad. 626

C. Students holding degrees from other institutions must document completion of courses of similar content. Typically, most eligible students already hold a Masters degree and/or certification in educational administration.

V. **Coursework:** The program includes four major dimensions: the academic core, academic specializations, research/inquiry, and a clinical research study (see attached figure).

A. The Academic Core - During the first year, students complete coursework in the areas of instruction, organization, and leadership. Students complete two companion courses in each of the areas. One course focuses on the theoretical and research literatures undergirding the area. A second course emphasizes the application of theory and research to the analysis of problems drawn from students' on-the-job experiences. The two courses are taken during the same quarter. In addition, students take a year-long course on the ethics of administration.
   1. Instruction (Fall Quarter)
      a. Ed. Ad. 726 (3 credit hours)
      b. Ed. Ad. 761 (3 credit hours)
   2. Organization (Winter Quarter)
      a. Ed. Ad. 737 (3 credit hours)
      b. Ed. Ad. 762 (3 credit hours)
   3. Leadership (Spring Quarter)
      1. Ed. Ad. 739 (3 credit hours)
      2. Ed. Ad. 763 (3 credit hours)
   4. Ethics (4 credit hours): This course (Ed. Ad. 725) introduces students to the issue of ethics in administration and provides them with a forum to examine ethical considerations arising from their study of instruction, organization, and leadership. It runs continuously through Fall, Winter, and Spring quarters.

B. Academic Specializations - During the second year, students select and complete two companion courses in each of three areas of specialization. One course focuses on theory and research; a

second course focuses on the application of theory, research, and technical skills learned in the first course to solving problems in actual administrative settings other than those in which students are employed (e.g. central office, state education department, etc.). The two courses are taken during the same quarter. The specializations from which students may select are the following:

Economics of Ed. (Ed. Ad. 753 & Ed. Ad. 771);
Law (Ed. Ad. 734 & Ed. Ad. 773);
Human Resource Management (Ed. Ad. 747 & Ed. Ad. 774);
Politics and Policy Analysis (Ed. Ad. 738 & Ed. Ad. 775); &
related Higher Education Courses.

Under special circumstances, a student with the approval of his/her supervisory committee may replace one specialization course with a course offered outside the department of educational administration.

1. Specialization One (Fall Quarter)
   a. Theory and Research (3 credit hours)
   b. Field Applications (3 credit hours)
2. Specialization Two (Winter Quarter)
   a. Theory and Research (3 credit hours)
   b. Field Applications (3 credit hours)
3. Specialization Three (Spring Quarter)
   a. Theory and Research (3 credit hours)
   b. Field Applications (3 credit hours)

C. Research/Inquiry - Students progress through a series of courses aimed at developing knowledge and skills needed to analyze and solve problems encountered by educational administrators and to prepare them to conduct clinical research studies.

1. Principles of Research and Inquiry (6 credit hours) - This course (Ed. Ad. 721) may take the form of an intensive summer workshop. It introduces students to general approaches of inquiry which they may apply in courses in the academic core.

2. Methods/Techniques of Research (6 credit hours) - This course (Ed. Ad. 724) may take the form of an intensive summer workshop. It introduces students to specific methods/techniques of inquiry which they may apply in courses in areas of academic specialization.

3. Clinical Research Study Development (6 credit hours) - This course (Ed. Ad. 780) facilitates the development of students' clinical research studies which are completed during the third year of study. The course runs continuously through Fall, Winter, Spring and Summer quarters in the following sequence.

   a. Problem Survey (Fall Quarter)
   b. Question Menu (Winter Quarter)

c. Problem Statement (Spring Quarter)
d. Proposal Development and Approval (Summer Quarter)

4. Research Seminar (2 credit hours/quarter) - Students engage in a continuing seminar (Ed. Ad. 796) over the three quarters of their third year of study. Students with the guidance of full-time and clinical faculty share and critique developments in clinical research studies.

D. Clinical Research Study (7 credit hours per quarter) - During the third year, students complete clinical research studies (Ed. Ad. 797). Studies are conducted over a period of three quarters. Studies focus on problems arising from the field of administrative practice. Students collect and analyze data, report findings, and make recommendations in written reports.

VI. **Student Assessment:** Student work is assessed at three points during their program --- portfolio assessments at the end of Years 1 & 2, and a final Clinical Research study assessment at the end of Year 3. Portfolios contain students' written work from courses completed in the program, as well as any summary or synthesizing paper. Portfolios are reviewed by students' supervisory committees comprised of full-time and clinical faculty members. The composition of the supervisory committee is as follows:

Year one: an assigned three-person committee;
Year two: a three-person committee of the student's choosing;
Year three: the previous three-person committee plus two additional readers.

In all cases, the majority of supervisory committee members must be full-time department faculty.

A. At the completion of their first year of study students submit portfolios that include written assignments completed in the core areas of administrative knowledge. Portfolios are formally reviewed by students' supervisory committees to determine students' readiness to move into the study of specializations.

B. Qualifying Examination - At the completion of their second year of study, students compile and present portfolios containing work from the academic core, selected areas of specialization, and research/inquiry. Students' supervisory committees review portfolios to determine whether students have achieved a level of knowledge and skill that will enable them to conduct independently a clinical research study. Students are advanced to doctoral candidacy upon acceptance of their portfolios by their supervisory committees.

C. Final Examination - A final oral examination on the clinical research study must be passed at least three weeks before graduation. The portfolio is assessed by the supervisory committee to determine if it contains the following: 1) evidence of the development of students' knowledge in the core areas of

administration and in selected areas of specialization; 2) evidence of the development of students' ability to apply administrative knowledge and skills to identifying, framing, and solving administrative problems; and 3) a report of a clinical research study that qualifies for dissemination to the educational organization for which the study was conducted.

VII. **Course Schedule (See attached figure)**

A. Principles of Inquiry, Methods/Techniques of Inquiry, and the course aimed at developing clinical research study proposals are offered during Summer quarters preceding the first, second, and third years of study, respectively.

B. Theory and research courses for the academic core and specializations are scheduled during weekday afternoons (following the current pattern for doctoral seminars presently in place) to facilitate the involvement of Ph.D. students.

C. Field application courses for both core areas and specializations are conducted during weekday evenings. They directly follow the related theory/research courses.

D. The courses on ethics and project development -- which run continuously across Fall, Winter, and Spring quarters of the first and second years respectively -- meet four times per quarter. Class meetings are scheduled for evenings or Saturdays.

E. In the field research seminar, which runs continuously through the entire third year, students, individually or in small groups, consult their committees concerning the progress of their studies.

VIII. **Faculty:** The department's full-time faculty is augmented by a corp of clinical faculty drawn from the ranks of administrators in school districts from which the program draws students. This staffing arrangement is necessary to fully integrate the academic and field-based dimensions of the program.

A. Full-time faculty

1. Full-time faculty have sole responsibility for the following components of the program.
   a. Teaching the theory and research component of both the academic core and academic specializations.
   b. Teaching the summer courses on the principles and methods/techniques of inquiry.
2. Full-time faculty have primary responsibility in working with clinical faculty in the following components of the program.
   a. Teaching the field applications components of the academic core and academic specializations.

b. Directing the year-long course (second year) aimed at delimiting students' clinical research study.
c. Directing the summer course aimed at developing and gaining approval of proposals for students' clinical research study.

3. Full-time faculty work in conjunction with clinical faculty to supervise clinical research studies.

B. Clinical faculty - Six clinical faculty members (assuming 12 students in each cohort) are employed to work with a cohort through its three year program. Clinical faculty work in conjunction with full-time faculty on the following components of the program.

1. In field applications courses, clinical faculty take primary responsibility for supervising field experiences.
2. Clinical faculty facilitate development of students' clinical research studies by taking chief responsibility for identifying problems emerging in school districts and for providing students with access to school district officials, records, and data.
3. Clinical faculty take chief responsibility for providing students with access to district sources during the yearlong course (second year) aimed at developing students' research proposals.
4. Clinical faculty work in conjunction with full-time faculty to supervise clinical research studies.

ED.D. PROGRAM IN EDUCATIONAL ADMINISTRATION

	Summer	Fall	Winter	Spring	
Yr. 1		ACADEMIC CORE			PORTFOLIO REVIEW
	Principles of Research & Inquiry (6) Ed. Ad. 721	Instruction Ed. Ad. 726 Ed. Ad. 761	Organizations Ed. Ad. 737 Ed. Ad. 762	Leadership Ed. Ad. 739 Ed. Ad. 763	Review #1
		(e.g. building level) Ethics (4) - Ed. Ad. 725			
Yr. 2		ACADEMIC SPECIALIZATIONS			
	Research Methods & Techniques (6) Ed. Ad. 724	Spec.1 * Theory & Research (3 hrs each quarter) Field Applications (3 hrs each quarter) (e.g. district level, state level) Study Dev. - Ed. Ad. 780	Spec. 2 *	Spec. 3 *	Qual. Exam
Yr. 3		FIELD RESEARCH [Residency Period]			Final Exam
	Study Dev.(6) Ed.Ad. 780	Field Research Seminar (2 hrs each quarter) Ed.Ad. 796 Clinical Research Study (7 hrs each quarter) Ed. Ad. 797			

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* Specializations include: Economics of Ed., Law, Human Resource Mgmnt., Politics & Policy Analysis, and related Higher Ed. courses

Note: Courses in Group Dynamics, Educational Technology, or other relevant areas may be substituted for specialization courses with committee approval.

** Total Credit Hour Requirements: The doctoral degree requires approximately 135 quarter hours beyond the bacclaureate degree; approximately 80-90 quarter hours are required beyond the master's degree.